

Extended COVID-19 Learning Plan
Goal Reporting
June 10, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	50% or more WWCSd students will have met their reading growth goals from fall to winter, based on NWEA, in grades K-8.
End of the Year Reading Goal	50% or more WWCSd students will have met their reading growth goals from fall to spring, based on NWEA, in grades K-8.
Middle of the Year Mathematics Goal	50% or more WWCSd students will have met their math growth goals from fall to winter, based on NWEA in grades K-8.
End of the Year Mathematics Goal	50% or more WWCSd students will have met their math growth goals from fall to spring, based on NWEA in grades K-8.

Achievement or Growth on Benchmark Assessment

Reporting Category	January 29, 2021		June 14, 2021	
	Reading	Math	Reading	Math
All Students	38%	37%	33%	27%
Econ. Disadvantaged	38%	36%	32%	26%
Special Education	36%	35%	31%	25%
English Learner	39%	35%	34%	29%
Female	37%	35%	32%	24%
Male	40%	38%	35%	31%
African American	37%	34%	31%	21%
Caucasian	39%	39%	36%	31%

Winter Summary and Reflection of Growth and Achievement

The growth goals set by WWCSd were the same for all grade levels, in both math and reading. The district hoped to see over 50% of students reaching their RIT growth goals on the NWEA assessment, from fall to winter. The goals set were lofty, particularly since students had been out of school, learning remotely since March, and we were unsure of how the 2020-21 school year would look. The above report represents the percentage of students that met their goals, and the numbers are consistent for all subgroups. The challenges faced were numerous, including pivoting last spring from in-person learning and navigating technology this year, and supporting young students to not only learn remotely, but taking the NWEA virtually in a remote setting. None of our subgroups have seen a disproportionate lack of growth, and this is evidence that WWCSd students continue to learn and grow through this challenging time. Teams of educators are

looking more deeply into the scores, at school, grade level and classroom levels, to identify areas of high, as well as low growth, to determine how to best support students moving forward.

Spring Summary and Reflection of Growth and Achievement

Spring NWEA scores showed fewer students reaching their goals, as compared to the winter scores. The number of students reaching their projected growth in math dropped significantly for each subgroup. For example, in the first half of the year, 34% of African American students met their goals, fall-spring shows only 21% of students reaching their goals on NWEA in math. Math growth is lower, in most cases, than literacy. There are so many different factors to consider when looking at this data set. Students transitioned from remote learning to in-person. Some did NWEA at home, others in school, depending on the circumstances. While we did not reach our goal of having 50% of our students meeting their goals on NWEA, many students did reach their goals. More importantly, this data will be helpful moving forward. When we begin school in the fall, under normal circumstances, students will return to a testing environment they are used to, where support can be provided with technology, and other things that disrupted the testing environment during this past school year. Fall data will help us to see where our students truly are, and adjust instruction accordingly to meet the unique needs of our students.